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ABSTRACT

Prepared as part of the program review process at California's Coastline Community College (CCC), this report describes and evaluates CCC's English Department, highlighting problems and successes from 1976 to 1987. Part I offers a narrative account of: (1) the changes that took place in the department between 1976 and 1987, focusing on early problems in estimating course enrollments, the tendency to overschedule classes, and the eventual use of faculty subject specialists to develop schedules and the curriculum; (2) recent departmental efforts to address the issues of instructional quality and student learning outcomes through a complete curriculum revision, activities to improve communication with Speech Department faculty, and the hiring of full-time faculty; and (3) plans for the future expansion of the department with the advent of a Liberal Arts Program in the Weekend College and the development of course requirements. Part II evaluates the English Department in terms of a series of quantitative and qualitative questions concerning the past, current status, and future of the department. (AJL)

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ENGLISH PROGRAM REVIEW AT COASTLINE COMMUNITY COLLEGE, FOUNTAIN VALLEY, CALIFORNIA

Compiled and Edited by: Kenneth D. Yglesias and Marilyn Fry

This preliminary report was developed as a part of the program review process developed at Coastline Community College by Dr. Mary Lou Zoglin and is a narrative produced after seven months of meetings by English faculty (full and part time) and two outside reviewers. The Department of English and Coastline Community College will produce a Final Program Review for English in early, 1989. Dr. Zoglin is Dean of Instruction at Coastline College, Dr. Yglesias is Divison Dean for Arts and Sciences and Ms. Marilyn Fry is Subject Specialist, English, at the College.

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English Program Review at Coastline

Compiled and Edited by Kenneth D. Yglesias
and Marilyn Fry

Dean of English	**Ken Yglesias**
English Subject Specialist	**Marilyn Fry**
Full-time English	**Adeline Bingham**
Full-time Speech	**Glenn Harwood**
Full-time Psychology	**Pat Johnson**
Adjunct English	**Dorothy Huson**
	Alida Moss
Outside College:	
Cerritos Community College	**Nova Jean Weber**
Cypress College	**Marsh Jeffer, English Department Coordinator**

P A R T I

ENGLISH PROGRAM REVIEW

"Where We Have Been": English Program 1976-1987

When Coastline Community College was created in 1976, it took its curriculum from its sister colleges: Orange Coast College and Golden West College. Therefore, the English courses were based on similar courses at these colleges. Indeed, most of the instructors for the new college in the Coast Community College District had been instructors (or still were) at the other colleges in the District. They were, therefore, teaching courses they had taught before in the other colleges.

Because there was no way of knowing how many students would enroll in this new "College Without Walls" and because the four Areas of Coastline were administered rather as if they were four separate, competing colleges, many more courses were scheduled than were needed. The first semester, over 350 classes had to be cancelled because of lack of enrollment. Because of the structure of Coastline, this type of scheduling continued until very recently. Each semester about 250 classes had to be canceled. Therefore, many English courses and many sections of a particular English course were scheduled each semester and, in turn, were canceled. There was little attention to the English program as a whole; Area Deans scheduled courses because they knew an instructor who wanted to teach that course, or they scheduled courses that sounded interesting and then asked instructors who would like to teach it. Scheduling at Coastline until the past two or three years has been under the philosophy of "Let's run it up the flag pole and see if anyone salutes"; let's schedule a class and see if anyone signs up. Particularly in the early years of Coastline, little attention was paid to the curriculum needs of any "Department" (Coastline does not have departments; we call them "Disciplines"). Deans were not in charge of particular Disciplines; they were in charge of geographical Areas. There seemed to be little communication between the four (at one time five) Areas. Therefore, the same course might be scheduled in all four Areas, perhaps even on the same night. The result was usually several canceled classes, maybe even all four of the four scheduled.

Gradually the organization of Coastline underwent a change, an evolution. Beginning in 1984, all the Disciplines in the college were divided between the four Area Deans. Each Dean became responsible for certain Disciplines. This led to greater cooperation between the various Areas. The Deans met together to schedule classes. The Dean for English

planned an overall program of English courses to schedule in various Areas each semester. Of course, he had to receive permission from each of the other Area Deans to schedule classes in their Areas. Overscheduling of classes, however, still continued. The first Dean of English was Dr. Chet Platt. When he became Acting Dean of Instruction, Dan Casey took on the role of Dean of English. When Chet Platt returned to an Area, he again became the Dean of English. In 1986 Dr. Ken Yglesias became the Dean of English.

In the past two years, scheduling of classes has become more realistic. Budget constraints have forced the college to take greater care in scheduling classes. Subject Specialists have been consulted about scheduling needs, and, for the first time, last fall Subject Specialists were invited to attend a Deans' scheduling meeting to advise them on scheduling of courses. This is a positive new trend, one that we hope will continue--for the good of the college, the English program and other programs, the faculty, and the students. Everyone is disappointed when overscheduling causes classes to be canceled the first night of class or a week or two in advance. However, Subject Specialists were not again invited to attend the Deans' meeting to schedule classes for summer school or for the fall semester (1988).

The creation of faculty Subject Specialists (like Department Chairs in other colleges) in the school year of 1984-1985 began a productive new phase in the organization of Coastline. This first year only four Disciplines were chosen for Subject Specialists. The following year, the number was increased to ten. Coastline now had ten Subject Specialists, and English was one of the ten. Marilyn Fry was elected to be the first Subject Specialist for the year 1985-1986. She reviewed all the English courses ever taught at Coastline: how many sections were offered each semester, where each section was offered, how many sections were canceled, etc. A report was presented to the Curriculum Committee. It revealed that some courses had never "made" and that usually too many sections of a course were scheduled. The report also noted that literature courses were not in great demand by Coastline students. The recommendation by Dean Chet Platt and Subject Specialist Marilyn Fry was that only a few literature classes should be scheduled each semester and that those should be placed at the most accessible locations (such as Fountain Valley High School).

In the school year 1986-1987, there were eleven Subject Specialists. One of these was in one area of English: Basic Skills. Adeline Bingham, Director of the Basic Skills Center, was elected to that position. Because other Disciplines needed curriculum work and, therefore, needed a Subject Specialist to review and organize this work, there was to be no other Subject Specialist in English. However,

when one of Dr. Glenn Harwood's speech classes was canceled, he was given three units of release time to act as Subject Specialist of English/Speech. This year (1987-1988) two Subject Specialists serve in the English Discipline: Marilyn Fry for English/Speech and Adeline Bingham for Basic Skills. They expect to continue in those positions in the 1988-1989 school year.

In 1976 there were only adjunct (part-time) faculty teaching English and speech courses at Coastline. In February 1984 the first full-time English instructor was hired, Marilyn Fry. The following year, January 1985, another full-time English instructor, Adeline Bingham, joined the faculty. Both had been adjunct faculty members. In January 1986 Glenn Harwood transferred to Coastline from Golden West College as a full-time instructor in English and speech. Having full-time faculty has brought greater cohesion to the English program. Adeline Bingham has organized and implemented an excellent Basic Skills Center (located at the Westminster Center) with a full program of Basic Skills courses. Glenn Harwood has been the Faculty Advisor for the Weekend College.

"Where We Are Now": English Program 1986-1988

In fall 1986 the English Discipline at Coastline offered twenty-two (22) sections of English classes. An average of 22.1 students per section generated ADA. An analysis of cost and ADA income indicated over $22,500 in positive income from English classes during that semester. The English Discipline is thus cost effective and provides positive cash flow to the College. As Academic Programs go, English is in the mid-profitability range. Mathematics is more profitable, Speech less so, and Biology and Natural Sciences much less so.

The English Department has aggressively begun to address the issue of quality in instruction and student learning outcomes. The English curriculum has undergone a complete review with revision of all courses during the past three semesters. Almost all English faculty members have been involved in the course revision process, under the direction of the two Subject Specialists in English. Critical thinking and writing are an integral part of every English

course that Coastline offers. Three courses were deleted, and eleven were suspended because we no longer have instructors to teach them or because they do not seem to have enough appeal to attract sufficient enrollment (see attached "English Curriculum Review"). Therefore, the English program is a much leaner offering today. It more closely reflects the kinds of courses Coastline students need and want. The staple courses are English 100 (English Composition), English 105 (Business English), and English 135 (Business Writing). Only three or four different literature courses are offered a semester. Even at that, these do not always have enough enrollment. The English Basic Skills courses attract more than 200 students each semester; Coastline is meeting the needs of its students for these basic English courses.

Greater communication between English and speech faculty members has been instituted with more frequent meetings, telephone conversations, and newsletters. English faculty members have taken part in staff development workshops on holistic grading, critical thinking, cooperative learning, and peer sharing. The morale of the faculty is high. Full-time and part-time faculty members respect one another and work together in an enthusiastic and supportive manner.

Full-time and part-time faculty members are active at Coastline. Three are members of the Academic Senate: Marilyn Fry, Cathy Palmer, and Terry Strauss. Four are members of the Curriculum Committee: Marilyn Fry, Dorothy Huson, Terry Strauss, and Marg Taylor. Two are members of the Professional Development Institute: Glenn Harwood and Margaret Hickey. Seven English faculty members served this year on committees for accreditation for the College.

The Academic Senate has sponsored an essay contest for the past two years: spring 1987 and spring 1988. This contest has had the full support of faculty members throughout the College, and students from many different classes have entered. The essay contest has been quite successful.

Writing across the curriculum is now the rule rather than the exception at Coastline. All courses leading to an A.A. Degree must include writing. This is strongly supported by the faculty as a whole and by the administration.

"Where We Are Going": English Program 1988--

We expect the English Program to continue much the same as the past year in terms of curriculum, enrollment, and faculty. As more staff development time is expected in Coastline in the 1988-1989 school year, English faculty look forward to meeting with other faculty members to look at new ideas and methods and to improve their teaching. Communication and camaraderie are to continue to be encouraged among the English and speech faculty and, indeed, among the faculty as a whole.

With the advent of the Liberal Arts Program in the Weekend College, the English Discipline can expect to increase the number of courses taught each semester. Six English courses are being recommended for that program: English 100, 101, 105, 110, 155, and 158. The Basic Skills Center program is expected to continue to grow. A new IBM computer lab has been installed at the Westminster Center, next door to the Basic Skills Center. This lab will be used by Basic Skills students, particularly those enrolled in PAL reading program. Basic Skills faculty will attend IBM all-day workshops on this new program on June 13 and 14.

Because English 101 (Literature and Composition) is required at the University of California, Chapman College, and National University, the Deans have agreed to schedule it once a year (fall semester) at our best location, Fountain Valley High School, and to allow it to be offered even if the enrollment is not the required minimum of 18. It is offered at least once a year in the Weekend College.

Marilyn Fry suggested that two courses be removed from the list of courses that fulfill the Literature requirement (C2) for the A.A. Degree: English 130 (Creative Writing) and English 132 (Professional Writing). Neither of these are courses that involve the reading of literature. All the committee members agreed with this suggestion. It will be brought to the next Curriculum Committee meeting.

Marsha Jeffer was concerned with two course outlines: that of English 035 and English 100. Nova Jean Weber agreed with her concerns. The course outline for English 035 showed an emphasis on grammar but very little writing. Adeline Bingham explained that the course outline was made by the former instructor and that the way the course was being taught presently included a great deal of writing. She worked with Terry Strauss, the instructor of English 035, to write up the present in-class and out-of-class assignments for that course. She gave copies to all committee members at the last committee meeting, and all agreed that the course was fine the way it was being taught.

The concerns about English 100 centered on the apparent lack of a research paper in English 100 and on a failure to include the teaching of the new MLA form of documentation. Both Dorothy Huson and Marilyn Fry assured the committee that a reference paper using outside sources was a class requirement in English 100 and that they do, indeed, teach the new MLA documentation style as well as the older MLA footnote/endnote style. The committee members agreed that the research paper or reference paper need not be a long paper. The English 100 course outline should be modified to show more clearly that a reference paper is a class assignment and that both MLA documentation formats are included.

Norma Jean Weber also asked whether Coastline was establishing too many remedial courses that do not lead to a mainstream English program. She cited Chancellor Mertes' comments on this in the Los Angeles Times for Sunday, May 15.

P A R T I I

ENGLISH PROGRAM REVIEW

"WHERE HAVE WE BEEN?" -- 1976-1987

Quantitative Questions - In the last five years:

1. *What Curriculum changes have been made?*

Very few curriculum changes have been made in the past five years (or, indeed, in the past eleven years). Coastline's curriculum was imported from Orange Coast College or Golden West College and has stayed very much the same since 1976.

Because courses were imported from other colleges, they were given the same names and numbers that they had had at OCC or GWC. Consequently, literature courses could be found in the catalog and schedule under **English** and under **Literature**. Since few students would think to look under **Literature** for a literature course, English faculty appealed to deans to consolidate these two classifications, but changes were not forthcoming. However, sometime between 1981 and 1984 the courses were finally all consolidated as English courses.

The curriculum was reviewed in the spring of 1986, and recommendations were made to cross-reference five courses. When the Curriculum Committee passed those recommendations, the English Discipline had imported two courses:

Business 135 (Business Correspondence)
Religious Studies 108 (Bible as Literature)

These then became English 135 and English 108 (one course was already cross-referenced in Business and English--105 (Business English). Two English courses became cross-referenced with Psychology:

English 124 (Journal Writing)
English 162 (Literature of the Psyche).

2. *What have been the trends in*

a. *Work load/FTE*

When the college was opened in 1976, the English faculty consisted entirely of part-time instructors. During the past five years, three full-time English/Speech faculty members were hired:

Marilyn Fry, English, 1984
Adeline Bingham, English/Basic Skills, 1985
Dr. Glenn Harwood, Speech and English, 1986

Full-time instructors carry 15 LHEs; part-time instructors are limited to 7.499 LHEs. Approximately 30 sections of English are taught each semester: about six (6) FTE.

b. *Budget?*

Fall of 1985 generated $99,927 ADA for the English program, and costs were $29,812. Fall 1986 income was $55,145 with expenditures of $26,479. The difference was probably caused by the initiation of the English Placement Exam: students must pass the English Placement Exam in order to enroll in English 100. Also, English program costs have increased dramatically with the addition of full-time faculty salary expenses.

3. *What significant facility and equipment changes have occurred?*

The college was reorganized in 1984 so that Area Deans became responsible for certain Disciplines in the college. At first English was the responsibility of Dean Chet Platt and was centered in Area 2. Later it became centered in Area 4 with, first, Dean Dan Casey and, second, Dean Ken Yglesias.

With the opening of the Basic Skills Center in 1984, educational equipment was bought or obtained from other areas of the District: audio-tape players, computers, a VCR and TV.

4. *What have been the trends in*

a. *Student enrollment and retention? Major? Placements?*

For English courses as a whole, enrollment and retention has continued to be much the same. Every semester English courses were cancelled for lack of enrollment; a major problem was that too many sections of a course would be scheduled. Also, classes were often scheduled in areas and sites that did not attract enrollment. A recommendation by the Subject Specialist and English Dean in 1986 was that more care should be taken to schedule only the number of classes needed and to locate them in accessible sites. Literature courses have always had a small enrollment, often being cancelled for lack of enrollment. Those English courses that did have sufficient enrollment had a retention rate of between 50% and 75%.

The Basic Skills Center opened in 1985 with an enrollment of 40 students. Enrollment has continued to increase each semester. By spring of 1988, enrollment is over 200. The retention rate has remained constant: 60%.

b. *Number of program users? User interests and motivation? User persistence?*

The English program enrolls approximately 600 students a semester. The students served in the English Discipline have distinct and disparate needs and interests. About 15% to 18% have a transfer objective, 30% a vocational/occupational objective, and 53% a personal interest. At one time enrollment in English was considerably higher because of the English 100 telecourse and other English literature telecourses. English telecourses typically enrolled more than 100 students; indeed, the English 100 telecourse reached a height of enrollment in spring 1983 of 600 students. This telecourse was last taught in spring 1986.

Qualitative Questions

1. *What has the program been attempting to achieve during the last five years?*

There really has been no consistent plan for the English program. The idea has been to continue to serve the students as the program has done from the beginning: to continue more of the same. In the past two years all the Disciplines in the College have been concentrating on reviewing curriculum. English courses have all been reviewed: in a general sense in 1986 and course by course beginning in 1987.

A major change was made in the English program in 1984-85, under the leadership of Dean Dan Casey. A Basic Skills Center was designed and organized by Adeline Bingham at the Westminster Center (Area 4). Scattered Basic Skills courses were brought together in one center and organized into a total program. The center was equipped with books, materials, computers, tape players, etc. Curriculum was reviewed and revised.

2. *What are the staff's perceptions of the success of the program and their individual contributions over the last five years?*

During the past five years the English Discipline has been under attack from other institutions because of the English 100 telecourse. A committee from the University of California was sent to Coastline, and all of Coastline's English 100 classes were denied transferability to any U.C. campus. After much study, the California State University and College system also declared that Coastline's English 100 classes would not be allowed to transfer to any CSU campus. Therefore, the English 100 telecourse was deleted from our English offerings in fall 1986. English faculty members were disappointed by this conflict and criticism.

However, English instructors did not become discouraged. They are proud of Coastline's English program. Instructors, part-time as well as full-time, feel that they are equally appreciated at Coastline. They appreciate the high level of academic rigor the College maintains, and they appreciate the

confidence that the College has in them and the degree of academic freedom allowed at Coastline.

The most discouraging aspect of teaching at Coastline has always been the haphazard way in which courses were scheduled each semester. Usually many too many sections of a course would be scheduled, and five of seven sections might then be cancelled. In the early years of Coastline, English classes were scheduled by the Area Deans for each Area; Area needs were addressed rather than overall English program needs. Also, classes were often scheduled in locations that did not attract enrollment. An English instructor would spend hours preparing for a course, ordering books, preparing materials to hand out to students, having IMC reproduce these materials, etc. Then, the first night of class, or sometimes before class, the instructor would be notified that his or her work was all in vain and that his/her services would not be needed that semester. (This problem was not unique to English.) Since Deans became responsible for certain Disciplines, there is increasingly more attention paid to the total English program needs in scheduling. Also, with the gradual Subject Specialist involvement in the scheduling process since fall 1986, fewer courses are being scheduled, and those are being scheduled in "good" locations. Therefore, fewer English classes are being cancelled. English faculty members are pleased that their classes are being cancelled less often.

3. *What are the staff's perceptions of the past institutional support of the program?*

English faculty members find the administration to be very supportive of the English program. When the District-wide English Placement Examination was instituted in 1985, the College supported the English faculty's decision to require a first-night writing sample to be holistically graded by English faculty members. Faculty are paid $25.00 per hour to do this holistic grading.

Administrators and the Curriculum Committee have been supportive of the Basic Skills Center and of any curriculum changes we have proposed in English.

"WHERE ARE WE RIGHT NOW?"

Quantitative Questions:

1. *Describe the curriculum offerings, their relationship to your discipline and the students you serve.*

During the school year of 1987-1988, one new course was designed: English 102 ("Introduction to Library Resources"), a one-unit course.

English courses that were no longer being taught were eliminated from the catalog. Three courses were deleted, and eleven were suspended. This leaves thirty-three courses in the English Discipline. These 33 are appropriate for Coastline's students. Three courses serve to fulfill the

"Written Composition" (A2) requirement for the Associate of Arts Degree: English 035, 100, and 135. English 100 transfers to the University of California and the CSU system for the A2 General Education requirement. English 110 ("Critical Thinking") transfers to U.C. and CSU for the critical thinking requirement (A3). English 101 ("Composition and Literature") transfers to U.C. and CSU for the C3 category of General Education. Eight of the literature courses can fulfill the literature General Education requirement (C3).

Our twelve Basic Skills courses serve the needs of native and non-native students who need to improve their reading and writing skills in order to be successful in college. More than 200 students are enrolled in the Basic Skills program each semester. Retention in this program is excellent: sixty percent.

Many Coastline students are in business and have returned to college to upgrade their business skills and/or to receive promotions in their occupations. Therefore, Coastline's strong business English offerings are of particular interest to them: Business English (English 105) and Business Writing (English 135). In addition, in cooperation with the Business Information Systems Discipline, the English Discipline offers a half-unit course in "Writing With Computers," a beginning course for English students: English 305.

2. *Describe the program/service, its relationship to student services and to the students you serve.*

English faculty, on a regular basis, consult with student personnel specialists. Counselors visit English classes at all locations as frequently as possible. Beginning in spring 1988, the Counseling Office took on the role of testing agent. Now the English Placement Exam is offered by the Counseling Office. This has relieved English 100 instructors from the burden of having to spend the first night of class doing testing. Students have a wider range of opportunity to take these tests now that they are administered by the Counseling Office in the College Center.

3. *Are there current articulation agreements? List the schools and articulated courses.*

The College participates in the CAN system. The CSU system accepts Coastline's college-level English courses. Private and independent universities have accepted numerous college-level English courses: Pepperdine University, West Coast University, National University, University of Phoenix, LaVerne University, etc. The University of California (BOARS) accepts Coastline's English 100, 101, and 110 to fulfill basic General Education requirements. Negotiations must be made with each individual campus of the University of California for transfer acceptance. That process is currently being conducted by Coastline's Counseling Office, by Dean Carol Barnes. So far our English 100, 101, and 110 are accepted by UCI. She is now discussing transfer acceptance of our English courses with UCLA, UC Riverside, and UC Santa Barbara. She is also seeking transfer status from the University of Southern California.

4. *What is the current faculty/student ratio for the 4th week?*

The average ratio is one instructor to seventeen students.

Qualitative Questions:

1. *What is the current evaluation and/or rationale of the status of:*

   a. *workload/FTE?*

   Faculty seem content with loading assignments.

   b. *budget to the program's goals?*

   The budget is solid and adequate and cost effective.

   c. *enrollment and retention? majors? placements?*

   Enrollment is acceptable; retention rate is 60% to 70%, sometimes higher. There are currently no "English Majors" as such. A good placement program exists in English. When students do not pass the English Placement Exam, they are counseled to enroll in English 035 or in Basic Skills courses. As they complete these courses, they are encouraged to enroll in the next higher level course.

   d. *number of program users? user interests and motivations? user persistence?*

   English courses enroll about 600 students a semester. Surveys of interests and motivations are not available. Persistence rates are 68% to 72%.

2. *Do the current program goals differ from those outlined in Phase 1? If so, how?*

   No.

3. *How are these goals compatible and supportive of the institution's goals?*

   College mission and English program goals are consistent and congruent with each other. The English Discipline offers courses for transfer students and courses to help students improve their reading and writing skills.

4. *What are the perceptions by the staff of the current health of the program?*

   The English faculty see the English program as viable and healthy.

5. *What are the staff's attitudes towards their program?*

English faculty have expressed appreciation for having a Subject Specialist to present their needs and views to administration and to improve the scheduling of English classes. Tightening of course offerings has helped assure that courses will have needed enrollment. Fewer instructors have "lost" their classes because of cancellation. This was a major complaint in previous years. Indeed, in fall 1987 only three (3) regular English classes were cancelled, and in spring 1988 none was cancelled. (BIS 305/English 305, "Writing with Computers," a .5 unit course, was cancelled both semesters because of insufficient enrollment because it was scheduled at a time when writing students could not attend. The BIS Dean scheduled this course, based on the limited time available in computer labs, which are in high demand.)

6. *N/A*

7. *What opinions are held of the program by such external agencies or groups as:*

   a. *high schools?*

      Not studied

   b. *transfer institutions?*

      From limited data available, it appears that Coastline students who transfer to other institutions of learning are successful. Our students do better than students from most other community colleges.

   c. *the professional or practicing community (e.g., nurses)?*

      N/A

   d. *recipients of program services (e.g., audiences, counselees)?*

      Not studied

8. *What are the opinions of students regarding the program's quality?*

Based on student evaluations (with minor exceptions) students have high positive comments about English instructors and course content. Full-time faculty generally rate higher in all categories than part-time faculty, but all ratings are in the good to excellent range.

9. *What are the attitudes and perceptions of the program by all administrators?*

The English program has good administrative support. Administration's attitude about the English program is very positive.

10. *What attitudes do counselors have towards the program?*

The Coastline Counseling Office has high praise and positive support for the English program. The counselors work closely with English faculty in student placement. One concern all the counselors do have with the current English program is that they do not think that English 035 should be accepted as the "Written Communication" (A2) requirement for the Associate of Arts Degree.

"WHERE SHOULD/CAN WE GO FROM HERE?"

1. *How will the trends outlined in Phase II affect the program?*

Enrollments are expected to remain stable or to increase. If the Weekend College enrollment increases, this will be a boon to the English program because the Weekend College students are on a transfer track. They need those English courses that will allow them to transfer to four-year colleges and universities: English 100, 101, 110. In addition, a Liberal Arts Program may be added to the Weekend College offerings. If this is successful, additional English courses will be scheduled; three additional English courses are being recommended for that program: English 105, 155, and 158.

2. *Do any of the opinions and attitudes of the constituencies noted in Phase II suggest changes which might benefit the program?*

Several members of the English Program Review Committee recommended that English 035 (Fundamentals of Composition) not be accepted for "Written Communication" (A2) credit for the A.A. Degree. Six of the nine committee members agreed; three disagreed.

Several committee members suggested that English 101 (Literature and Composition) be made a required course for the A.A. Degree in addition to English 100 (English Composition): a full year of English written communication. English 100 should focus on writing essays, and English 101 should focus on writing essays based on extensive reading of major literary works. This suggestion had unanimous approval by the committee.

Committee members from other colleges suggested that all English courses be carefully examined for academic content (they felt that English 162, Literature of the Psyche, lacked academic integrity or seemed to be more of an extension type of course).

3. *Is the program likely to benefit or suffer from expected trends in*

a. *population?*

The program should benefit.

b. *employment?*

There would seem to be moderate to low-moderate benefit for the English program.

c. *technology?*

We can probably expect more computer involvement in English programs. A computer component is being added to the Basic Skills Center in fall 1988. In the future computers may be a vital part of many English courses.

4. *What institutional goals are related to the program?*

All institutional goals will affect the English program: growth, development, building, and change (demographics, program changes, curriculum changes, etc.).

5. *What should the goals of the program be for the next three to four years?*

Goals include improving and expanding the program in every way possible. This includes continuing good scheduling methods so that classes are not cancelled, increased English involvement in the Weekend College program, possibly more use of computer aids in English courses, constant review of English curriculum, etc.

6. *What action recommendations can be made for the next year or two which will begin to move the program toward its goals?*

We should continue to seek articulation agreements with colleges and universities. We should continue to review curriculum. We should prepare for changes as outlined in Title III grant applications.

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